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ABSTRACT

The purpose of the Phoenix Elementary School District's Competency-Based Guidance Program is to provide middle-school students with a developmental and proactive guidance program. The competencies emphasize positive coping skills in the Educational, Career, and Personal/Social Domains. The competencies represent knowledge, attitudes, and skills that can be transferred from guided learning situations to productive, real-life situations. This Competency-Based Guidance Program will provide the framework to build a unique guidance project that is responsive to local student needs, and deliver direct counseling services within that framework. At the very heart of the entire educational system is the need for a guidance and counseling program. It is the consensus of guidance and counseling professionals that guidance be developmentally based and grounded solidly in competencies that demonstrate how students are impacted and how the guidance program makes a difference. (This document describes the 12 program elements: mission statement, philosophy, conceptual model, goals, student competencies, management system, counselor agreement, needs data, school plan, student monitoring, advisory council, and master calendar. A glossary is included.) (Author/ABL)

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PHOENIX ELEMENTARY SCHOOL DISTRICT #1

PHOENIX PREPARATORY ACADEMY

ED345176

COMPREHENSIVE

COMPETENCY BASED GUIDANCE

PLAN

MIDDLE SCHOOL

7-8

PHOENIX PREPARATORY ACADEMY

725 E. Fillmore

Phoenix, AZ 85004

June, 1992

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COMPETENCY BASED GUIDANCE PROGRAM

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JUNE, 1992

PHOENIX ELEMENTARY SCHOOL DISTRICT #1

PHOENIX PREPARATORY ACADEMY

PHOENIX PREPARATORY ACADEMY

COMPETENCY-BASED GUIDANCE PROGRAM

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Acknowledgements

Phoenix Elementary School District #1

Governing Board

President
Ernest E. Nedd

Clerk
John M. Carpenter

Member
Samuel P. Ramirez

Member
Kay A. Torrez

Member
Bill H. Scheel

District and Building Administrators

Gladys Muñiz Hannon, Superintendent

Patricia A. Williams, Assistant Superintendent

Nancy S. Delecki, Director/Pupil Personnel Services

Dr. John R. Flores, Phoenix Preparatory Academy Principal

SPECIAL THANKS to Tina K. Ammon, Ed.D., Arizona Department of Education Program Specialist, Guidance and Counseling

Phoenix Preparatory Academy Guidance Department

Ms. Natalie Zeitlin, Lead Counselor

Linda Choplin, Counselor

Jacqueline Mohr, Counselor

Kim Watson, Counselor

Tom Weaver, Counselor

Phoenix Preparatory Academy

Mission Statement

Our staff endeavors to create an environment which meets the unique needs of the emerging adolescent. We strive to encourage and challenge the capabilities of students to achieve success in social, emotional, physical and intellectual growth. We firmly believe that:

ALL STUDENTS CAN LEARN

SUCCESS BREEDS SUCCESS

SCHOOLS CONTROL THE CONDITIONS FOR SUCCESS

STUDENT EXIT OUTCOMES

Students from the Phoenix Preparatory Academy will be successful in the following student outcomes:

1. All students will develop a positive self-concept as a learner and a person.

2. All students will engage in all levels of cognitive growth.

3. All students will participate in the process skills of problem solving, communication, decision making, accountability and group processing.

4. All students will become self directed learners.

5. All students will develop a concern for others.

Comprehensive Competency Based-Guidance Program

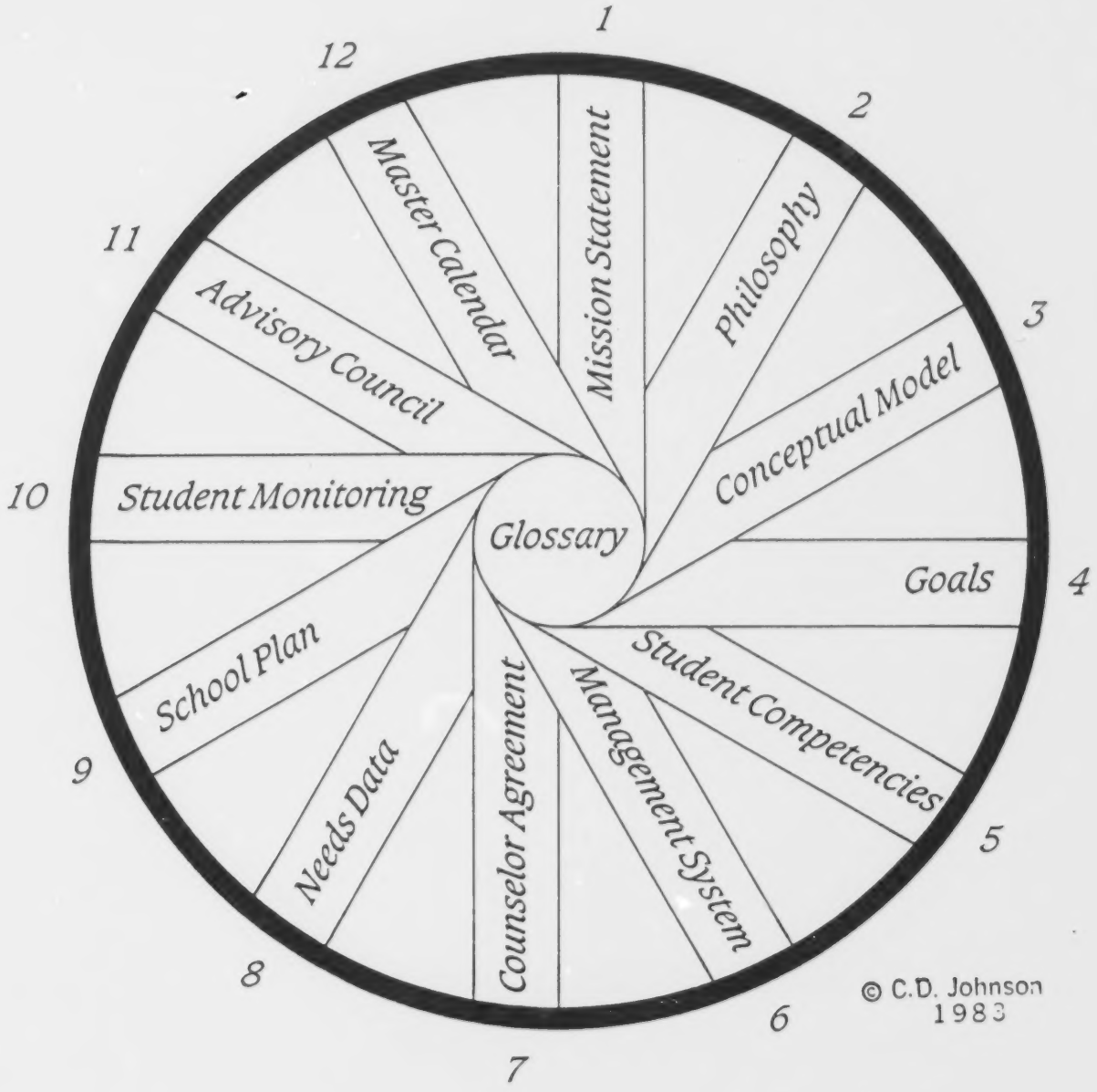
A Summary

The purpose of the Phoenix Elementary School District's Competency-Based Guidance Program is to provide middle-school students with a developmental and proactive Guidance Program. The competencies emphasize positive coping skills in the Educational, Career, and Personal/Social Domains. The competencies represent knowledge, attitudes, and skills that can be transferred from guided learning situations to productive, real life situations.

This Competency-Based Guidance Program will provide the framework to build our own unique guidance project that is responsive to local student needs, and deliver direct counseling services within that framework. At the very heart of the entire educational system is the need for a guidance and counseling program. It is the consensus of guidance and counseling professionals that it be developmentally-based and grounded solidly in competencies that demonstrate how students are impacted and how the guidance program makes a difference.

PHOENIX ELEMENTARY SCHOOL DISTRICT # 1

Comprehensive Competency-Based Guidance



Program Elements

PHOENIX PREPARATORY ACADEMY

GUIDANCE AND COUNSELING DEPARTMENT

MISSION STATEMENT

The mission of the Phoenix Elementary School District #1 guidance program is to ensure that all students acquire educational, career, personal and social skills necessary to relate to self and others for constructive participation in society.

PHILOSOPHY

Counselors in the Phoenix Elementary School District #1 believe that all students will benefit from:

A guidance and counseling program that is based on the recognition of the dignity and worth of all students and their right to educational services.

A developmental guidance program that focuses on all students rather than just those who seek out counseling assistance.

Services that consider special needs as well as differences of special students.

Guidance program activities that shall be consistent with developmental curriculum that reflects desired student knowledge, attitudes and skills.

Access to full time, state certified school counselors.

Counselors that shall abide by the professional ethics of guidance and counseling as advocated by the American School Counselor Association.

Training and retraining necessary for the purposes of supporting and enriching specialized areas of skill development and to contribute to professional growth of counselors.

A school guidance program based on a team approach involving school personnel, parent/guardian, and community members.

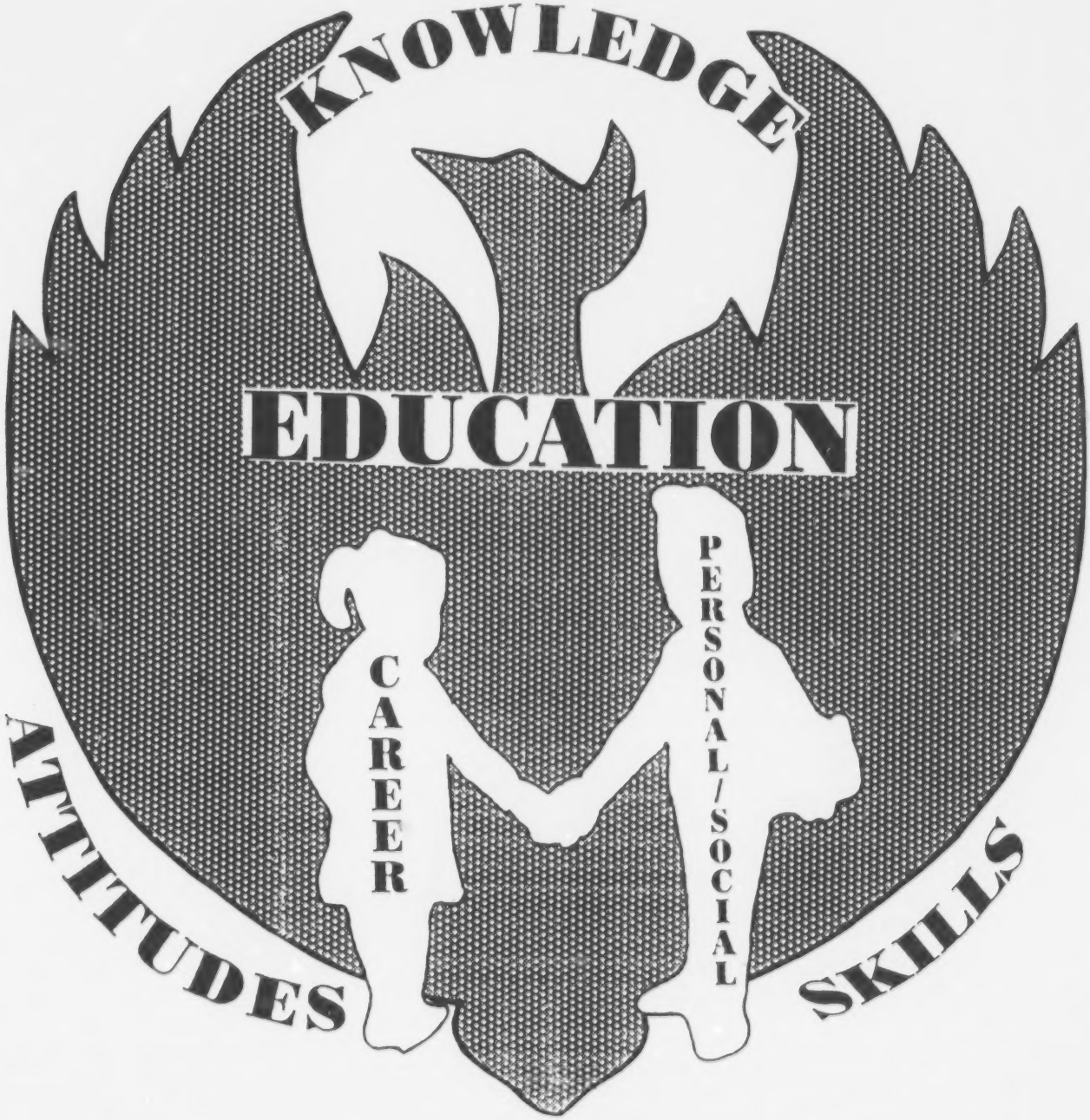
Guidance program activities that shall attempt to utilize the many combined resources of the community.

A school guidance program where the student, school personnel, and parent/guardian shall be involved in a cooperative effort to monitor ongoing progress of the student.

PHOENIX PREPARATORY ACADEMY

Competency-Based Guidance Program

CONCEPTUAL MODEL



Phoenix Elementary School District # 1

Educational goals:

Students will identify the need for lifelong learning and acquire skills in decision-making so they may constructively deal with and contribute to society.

EDUCATIONAL COMPETENCIES

Knowledge Students will:	Attitudes Students will:	Skill Students will:
1.1 Differentiate between appropriate and inappropriate school behavior as defined by district and school rules.	Recognize the need for positive school behavior.	Use appropriate school behavior.
1.2 Identify personal learning styles in educational setting.	Appreciate individual differences.	Utilize personal learning styles in educational setting.
1.3 Identify resources available in Middle School Guidance Center.	Identify significance of resources available for student use.	Demonstrate the use of resources available for use in the educational setting.
1.4 Learn studying and test-taking skills.	Recognize the importance of studying and test-taking skills.	Develop effective techniques for studying and test taking.
1.5 Identify the benefits of educational achievement.	Appreciate the relationship of personal attitudes, beliefs, abilities, and skills to educational-vocational achievements.	Identify how skills taught in school subjects are related to careers.
1.6 Identify the process of responsible decision-making/problem-solving.	Assume responsibility for making personal choices for lifelong planning.	Develop skills in problem solving-decision making.

Career goals:

Students will explore and identify academic and vocational skills necessary for a productive and satisfying life.

CAREER COMPETENCIES

Knowledge Students will:	Attitudes Students will:	Skills Students will:
2.1 Discover the relationship between educational achievement and career opportunities.	Acknowledge how basic skills learned in school relate to skills required in the work place.	Apply skills for locating, understanding, and using career information.
2.2 Understand the relationship of specific occupations to broad career clusters.	Develop an appreciation for the wide variety of career opportunities.	Explore a career cluster using career information.
2.3 Understand how personal aptitudes, interests, and abilities influence career choices.	Develop an appreciation for how skills, interests, and aptitudes apply to career choices.	Complete an assessment of their interests, aptitudes, and abilities.
2.4 Understand how completion of high school prepares one for the future.	Appreciate the need for continuing education.	Complete an educational plan.
2.5 Understand how personal/social skills relate to careers.	Appreciate how personal/social skills relate to careers.	Complete a tentative career plan.

Personal/Social Goals:

Students will become skilled in effective interpersonal communication and become more aware of self and others.

PERSONAL/SOCIAL COMPETENCIES

Knowledge Students will:	Attitudes Students will:	Skills Students will:
3.1 Recognize how respect for one's own culture and background can build self-confidence.	Develop an understanding and respect for self and others as unique individuals.	Develop an understanding of different cultures, lifestyles, attitudes and abilities.
3.2 Develop interpersonal skills necessary for harmony in relationships with others.	Respect each individual's worth and dignity.	Demonstrate social skills, self-control, and respect for others.
3.3 Understand developmental changes and expectations associated with different life stages.	Accept developmental changes/expectations as a part of normal growth.	Identify developmental changes/expectations associated with different life stages.
3.4 Understand that acts of discrimination and prejudice are barriers to effective communications.	Appreciate unique differences of self and others.	Identify actions that represent discrimination and prejudicial behavior.
3.5 Know how drugs and alcohol affect oneself and others.	Appreciate how drugs/alcohol affect oneself and others.	Identify and assess consequences of alcohol/drug use.

PHOENIX PREPARATORY ACADEMY

COUNSELING MANAGEMENT SYSTEM

1. How will students be assigned to specific counselors to best assist ALL students to acquire pre-determined competencies?

   a. By Grade Level _____
   b. By Families _____

2. Tasks assigned to the Guidance and Counseling Program are:

   CURRICULUM:

   The guidance curriculum is the center of the developmental part of the comprehensive guidance program. It contains statements as to goals for guidance instruction and the competencies to be attained by students.

   INDIVIDUAL PLANNING:

   The activities of the individual planning component are provided for all students and are intended to assist students in the development and implementation of their educational, personal/social, and career plans.

   RESPONSIVE SERVICES:

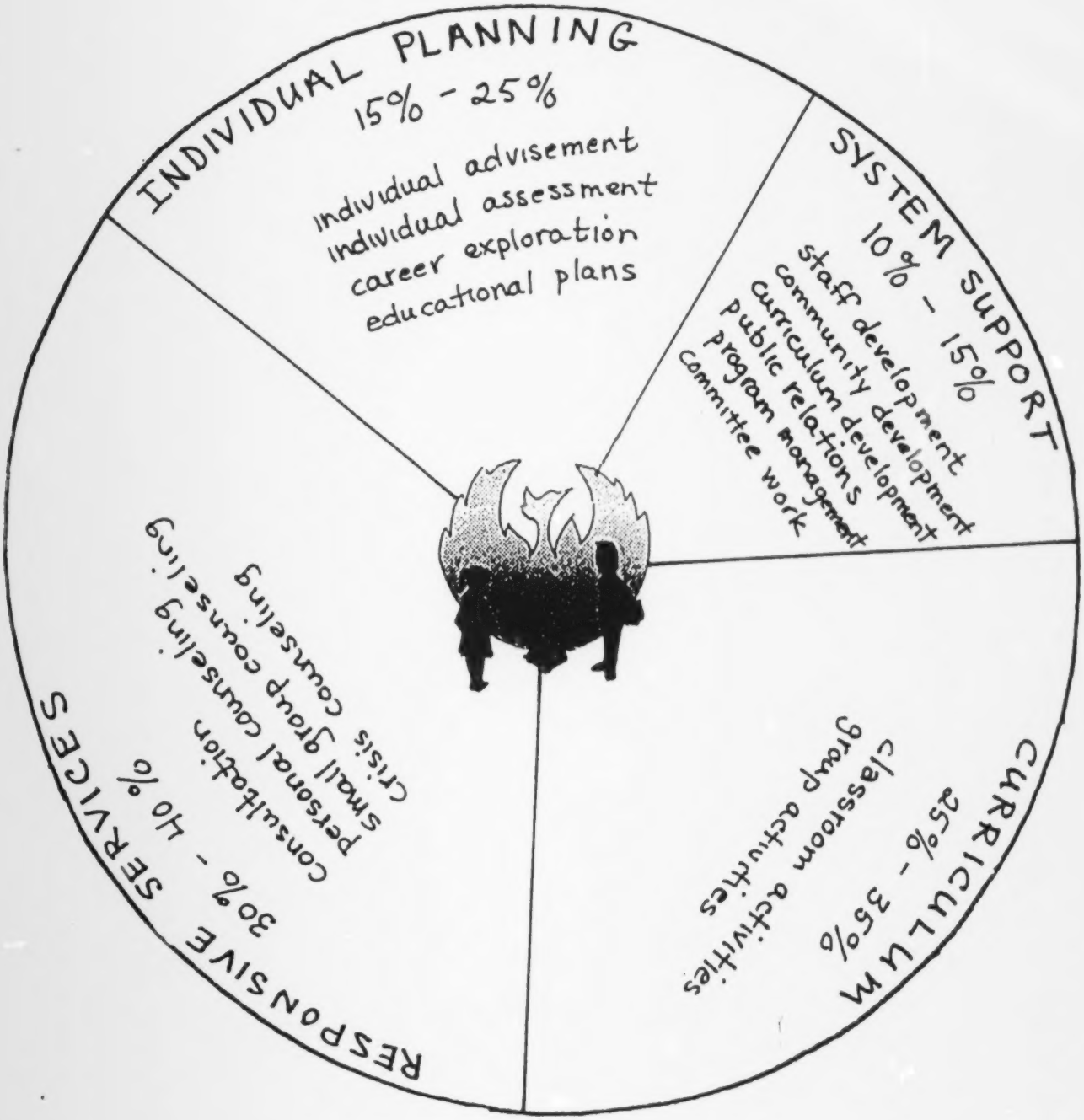
   The purpose of this component is to provide special help to students who are facing problems that interfere with their educational, personal/social or career development.

   SYSTEM SUPPORT:

   This component has two parts. It includes activities necessary to support the other three components and activities implemented by guidance staff that support other educational programs.

Phoenix Preparatory Academy Dr. John R. Flores, Principal

Time Distribution Model



4. List the tasks or duties assigned to guidance. (Be sure not to include non-guidance tasks or volunteer duties.)

ALL COUNSELORS:

To teach guidance curriculum
Assist students to develop their individual plans
Individual Counseling
Small Group Counseling
Program Development

NATALIE ZEITLIN:

Substance Abuse Prevention
Teen Pregnancy
Parent Component
Parent/Staff Consultation

LINDA CHOPLIN

Gang Issues
Multi-Cultural Issues

TOM WEAVER

Vocational/Occupational Component
Community Resource Development

KIM WATSON

Crisis Intervention
Peer Mediation

JACQUIE MOHR

Transition
Peer Leadership
Community Resource Person

5. Next to the preceding list of tasks, write the name of the counselor who will be responsible for accomplishing each duty. Pay particular attention to identifying individual counselor strengths and balancing time requirements necessary to accomplish the task.

6. Who should oversee the results in each domain?

Educational Domain: Kim Watson/Jacquie Mohr

Rationale: Two master classroom teachers who are making the transition from Classroom to Counseling.

Career Domain: Tom Weaver

Rationale: Developed and implemented many career/vocational programs. Making transition from business back to counseling.

Personal/Social Domain: Linda Choplin/Natalie Zeitlin

Rationale: Worked with at-risk students in the areas of personal/social development; District and National trainer for substance abuse prevention curriculums to educational staffs.

TO: Dr. John R. Flores, Phoenix Preparatory Academy Principal

FROM: Kimberly Watson, Counselor

DATE: September, 1992

RE: Competency Based/Results Agreement for the 1992-93 School Year.

I will make the following contributions to the students, staff, and parents of Phoenix Preparatory Academy during the 1992-93 school year.

1.0 Student Results:

1.1 Each seventh grade student will:

* Demonstrate skills in appropriate study techniques.
* Identify personal learning styles.
* Identify personal study habits.
* Identify and demonstrate appropriate test-taking skills.
* Identify personal educational and career goals and strategies for reaching each.
* Identify the process of responsible decision-making/problem-solving.

2.0 Referred Student Results:

Each student referred by self or other will (1) identify the problem, (2) describe the characteristics of the problem, (3) list alternative solutions and consequences of each solution, and (4) have a plan to remediate the problem.

3.0 Parents Results:

The parent/guardian of each student in my assigned case load will receive appropriate updates/contacts concerning their student's educational progress.

4.0 Staff Results:

Each department in the school will identify the direction of the guidance department in implementing Competency-Based guidance at Phoenix Preparatory Academy.

5.0 Self Improvement:

5.1 I will increase my competencies in managing skills.

5.2 I will acquire new, and renew old competencies in the issues currently facing me in my current position.

6.0 Assigned Tasks:

6.1 I will teach guidance curriculum.

6.2 I will assist students in my case load to develop their educational plans.

6.3 I will counsel with students in my case load individually and in small groups.

6.4 I will keep all Guidance Program Weekly Monitoring Forms of my assigned case load current.

6.5 I will oversee the results in the Educational Domain.

6.6 I will assist in program development.

6.7 I will coordinate the crisis intervention procedure for the guidance program.

TO: Dr. John R. Flores, Phoenix Preparatory Academy Principal

FROM: Jacqueline A. Mohr, Counselor

DATE: September, 1992

RE: Competency Based/Results Agreement for the 1992-93 School Year.

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* Identify personal study habits.
* Identify and demonstrate appropriate test-taking skills.
* Identify personal educational and career goals and strategies for reaching each.
* Identify the process of responsible decision-making/problem-solving.

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Each student referred by self or other will (1) identify the problem, (2) describe the characteristics of the problem, (3) list alternative solutions and consequences of each solution, and (4) have a plan to remediate the problem.

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6.1 I will teach guidance curriculum.

6.2 I will assist students in my case load to develop their educational plans.

6.3 I will counsel with students in my case load individually and in small groups.

6.4 I will keep all Guidance Program Weekly Monitoring Forms of my assigned case load current.

6.5 I will oversee the results in the Educational Domain.

6.6 I will assist in program development.

6.7 I will coordinate Transition Activities Peer Leadership, and Community Resources.

TO: Dr. John R. Flores, Phoenix Preparatory Academy Principal

FROM: Tom Weaver, Counselor

DATE: September, 1992

RE: Competency Based/Results Agreement for the 1992-93 School Year.

I will make the following contributions to the Preparatory Academy students, staff, and parents during the 1992-93 school year.

1.0 Student Results: I will manage the Career Domain as delineated in the guidance-counseling program. Students will acquire and demonstrate the following competencies:

1.1 Each seventh and eighth grade student will:

* Relate current school course work to skills required in the workplace.
* Discuss with parents/guardians the relationship of current school subjects to skills required of parent/guardian on the job.
* Define the quantitative value of a high school diploma.
* Investigate the importance of "getting along" to success on the job.
* Describe how school work habits are used as predictors of future work ethic.
* Learn to distinguish assertive, non-aggressive verbal expression from non-assertive, aggressive verbal styles.

1.2 Each seventh and eighth grade student will:

* Complete and interpret an interest and aptitude assessment.
* Complete a career exploration project on Choices, Jr. computer program.
* Be able to list at least 10 of the 15 career clusters.
* Visit either Metro Tech or the Maricopa Skills Center.
* Research the local community to identify occupations in 5 different career clusters.
* Participate in a guided job hunt.
* Complete job application forms.
* Experience an actual job interview.

1.3 Each seventh and eighth grade student will:

* Review and define high school graduation requirements.
* List entrance requirements for:
  * Maricopa Skills Center
  * Metro Tech
  * Community College
  * Armed Services
  * State Colleges and Universities
* Complete a written education plan extending 2 years past high school.
* Have education plan reviewed and signed by parent/guardian and Home Base Teacher.

1.4 Each seventh and eighth grade student will:

* Complete a written, tentative career plan.
* Have career plans reviewed and signed by parent/guardian and Home Base Teacher.

2.0 Referred Students: Using the principals of Reality Therapy, each student referred by self or other will:

* Identify the problem.
* List alternative solutions and the consequences of each.
* Develop a plan to remediate the problem.

3.0 Parents Involvement: Each parent/guardian will acknowledge and sign:

* Interest and aptitude test results.
* Written education plan.
* Written career plan.

4.0 Self Improvement: I will:

* Review computer-based and other career information media for possible use by seventh and eighth grade Phoenix Elementary School District #1 students.
* Evaluate interest and aptitude assessment instruments regarding appropriateness of use by seventh and eighth grade Phoenix Elementary School District #1 students.
* Continue to improve my Spanish language fluency.

5.0 Assigned Tasks: I will:

* Keep current records for all students in my case load.

* Act as liaison with outside resources for career, vocational, and occupational concerns.

* Attend appropriate counseling, career, and vocational conferences.

* Act as liaison with local business community in matters relating to careers, vocational issues, and occupational concerns.

* Work toward the establishment of an approved, Level I Vocational Program with the intent of Phoenix Elementary School District #1 qualifying for on-going Federal and State Vocational Education funding.

TO: Dr. John R. Flores, Phoenix Preparatory Academy Principal

FROM: Linda Choplin, Counselor

DATE: September, 1992

RE: Competency Based/Results Agreement for the 1992-93 School Year.

I will make the following contributions to the students, staff, and parents of Phoenix Preparatory Academy during the 1992-93 school year.

1.0 Student Results:

1.1 Each seventh grade student will:

* Demonstrate skills in identifying their value.
* Identify similarities/differences in others.
* Demonstrate how personal thoughts/feelings affect their behavior.
* Demonstrate how personal communication skills affect the feelings of others.
* Demonstrate skills that will show respect for others that are different.
* Identify physical, social and emotional changes of adolescence.
* Demonstrate skills in recognizing the affects of drugs/alcohol.
* Demonstrate knowledge of school, police and court systems and how they deal with drug/alcohol users.
* Identify community/educational resources that help drug/alcohol users.
* Demonstrate skills in learning how to say "no" to drugs.

2.0 Referred Student Results:

Each student referred by self or other will (1) identify the problem, (2) describe the characteristics of the problem, (3) list alternative solutions and consequences of each solution, and (4) have a plan to remediate the problem.

3.0 Parents Results:

The parent/guardian of each student in my assigned case load will receive appropriate updates/contacts concerning their student's educational progress.

4.0 Staff Results:

Each department in the school will identify the direction of the guidance department in implementing Competency-Based guidance at Phoenix Preparatory Academy.

5.0 Self Improvement:

5.1 I will increase my competencies in managing skills.

5.2 I will acquire new, and renew old competencies in the issues currently facing me in my current position.

6.0 Assigned Tasks:

6.1 I will teach guidance curriculum.

6.2 I will assist students to develop personal/social skills.

6.3 I will counsel with students in my case load individually and in small groups.

6.4 I will keep all Guidance Program Weekly Monitoring Forms of my assigned case load current.

6.5 I will oversee the results in the Personal/Social Domain.

6.6 I will assist in program development.

6.7 I will coordinate multi-cultural and Gang Awareness Activities.

TO: Dr. John R. Flores, Phoenix Preparatory Academy Principal

FROM: Natalie Zeitlin, Lead Counselor

DATE: September, 1992

RE: Competency Based/Results Agreement for the 1992-93 School Year.

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* Demonstrate how personal communication skills affect the feelings of others.
* Demonstrate skills that will show respect for others that are different.
* Identify physical, social and emotional changes of adolescence.
* Demonstrate skills in recognizing the affects of drugs/alcohol.
* Demonstrate knowledge of school, police and court systems and how they deal with drug/alcohol users.
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6.2 I will assist students to develop personal/social skills.

6.3 I will counsel with students in my case load individually and in small groups.

6.4 I will keep all Guidance Program Weekly Monitoring Forms of my assigned case load current.

6.5 I will oversee the results in the Personal/Social Domain.

6.6 I will assist in program development.

6.7 I will coordinate Substance Abuse Prevention, teen pregnancy, parent component and parent-staff consultation.

6.8 I will, as lead counselor, oversee the Competency-Based Guidance Program and ensure that all counselors will deliver services.

Competency-Based Guidance Program

Needs Assessment (Students)

Phoenix Elementary School District #1

COMPETENCY	A		B		
For each statement, choose 1 answer for A and 1 answer for B.	Do you have this skill-knowledge?		How important is this skill-knowledge? 1) very important, 2) important, 3) not important.		
	Yes	No	1	2	3
1. I understand why schools and buses have rules for good behavior.					
2. I understand the importance of being respectful to other students.					
3. I understand the importance of being respectful to all adults.					
4. I understand the importance of having a school dress code.					
5. I understand the importance of attending school daily.					
6. I understand the importance of getting to school/class on time.					
7. I work better alone.					
8. I work better in small groups.					
9. I learn better in the morning.					
10. I learn better in the afternoon.					
11. I learn better by looking at pictures.					
12. I learn better by listening to the speaker.					
13. I understand directions better when they are spoken.					
14. I understand directions better when they are written with examples.					
15. I study better when it is quiet around me.					

COMPETENCY	A		B		
For each statement, choose 1 answer for A and 1 answer for B.	Do you have this skill-knowledge?		How important is this skill-knowledge? 1) very important, 2) important, 3) not important.		
	Yes	No	1	2	3
16. I study better when I listen to the radio/t.v.					
17. I like to learn by using a computer.					
18. I like to study.					
19. I do my homework regularly.					
20. I know where to get help with my homework.					
21. I have a special place for study at home.					
22. I know how to organize my time so I can get my studying done.					
23. I know how to organize my class and homework materials.					
24. I know how to listen and ask questions in class.					
25. I can take good notes.					
26. Taking tests makes me nervous.					
27. I know that proper eating and rest help me prepare for a test.					
28. I know how to take tests.					
29. I do better on multiple choice/true-false tests than on essay-type tests.					
30. I prefer answering test questions orally.					
31. I know how to study for a test.					
32. I could use some tips on how to take a test.					

COMPETENCY	A		B		
For each statement, choose 1 answer for A and 1 answer for B.	Do you have this skill-knowledge?		How important is this skill-knowledge? 1) very important, 2) important, 3) not important.		
	Yes	No	1	2	3
33. I understand how achieving at school will relate to my future success.					
34. I feel good when I am successful at school.					
35. I understand that a high school diploma is important for future success.					
36. I understand how help with my studies and encouragement from home relate to how well I do at school.					
37. I know how to identify the real problem when I'm worried or upset.					
38. I understand how decisions I make now can affect my future.					
39. I usually make important decisions by myself.					
40. I know that others are usually affected by the decisions I make.					
41. I know how to accept responsibility for my decisions.					
42. There is usually someone around to help me when I have a problem.					
43. I usually don't let my problems affect my behavior at school.					
44. I usually don't let my problems affect my behavior at home.					
45. I know what careers are.					

COMPETENCY	A		B		
For each statement, choose 1 answer for A and 1 answer for B.	Do you have this skill-knowledge?		How important is this skill-knowledge? 1) very important, 2) important, 3) not important.		
	Yes	No	1	2	3
47. I understand my interests and my abilities and how they help me make a career choice.					
48. I have discussed possible careers with my parents.					
49. I have discussed possible careers with my teachers.					
50. I have a career plan written down.					
51. I know about high school credits and graduation requirements.					
52. I know how school subjects such as math, reading, and science will help me in the future.					
53. I understand how completing high school will help me get a better job.					
54. I plan to graduate from high school.					
55. I know what a trade school is.					
56. I plan to attend college.					
57. I have had a part-time job.					
58. I could use some help in filling out job application forms.					
59. I would like to know more about interviewing for jobs.					
60. I could use some help in finding part-time and summer employment.					

COMPETENCY	A		B		
For each statement, choose 1 answer for A and 1 answer for B.	Do you have this skill-knowledge?		How important is this skill-knowledge? 1) very important, 2) important, 3) not important.		
	Yes	No	1	2	3
61. I know what jobs are available in the local area.					
62. I know what employers expect of workers.					
63. I know that getting along with others is very important in getting and keeping most jobs.					
64. I know what is important to me.					
65. I have confidence in myself.					
66. I can state my own ideas.					
67. I am proud of my cultural backtround.					
68. I am proud of my neighborhood.					
69. I am proud of my school.					
70. I am proud of my accomplishments.					
71. I have friends from different cultural backgrounds.					
72. I understand how my thoughts and feelings affect my behavior.					
73. I know how to handle my problems or where to get help.					
74. I understand the physical, social and emotional changes of growing up.					
75. I accept and like myself, both physically and mentally.					

COMPETENCY	A		B		
For each statement, choose 1 answer for A and 1 answer for B.	Do you have this skill-knowledge?		How important is this skill-knowledge? 1) very important, 2) important, 3) not important.		
	Yes	No	1	2	3
76. I help with family responsibilities.					
77. I know some things that cause problems in families (moving, death, divorce, unemployment).					
78. I understand how my personal hygiene affects my relationships with others.					
79. I respect people even though they may be different.					
80. I accept people for who they are, not because of the color of their skin.					
81. I know what drugs and alcohol do to my body and my mind.					
82. I know what the school, police and courts do to students who do drugs and alcohol.					
83. I know where to get help for myself or a friend who has a problem with drugs or alcohol.					
84. I know how to say "NO" when friends or other people try to get me to use drugs or alcohol.					

PROGRAMA dE ORIENTACIÓN BASADO EN COMPETENCIA

ESTUDIANTES

COMPETENCIA	A		B		
Por cada declaración, escoja una respuesta para la A y una respuesta para la B.	Tiene usted esta habilidad/el conocimiento?		Que tan importante es el conocimiento y la habilidad? 1) muy importante, 2) Importante, 3) Sin importancia.		
	Si	No	1	2	3
1. Yo entiendo porque las escuelas y camiones tienen un reglamento de buena conducta.					
2. Yo entiendo la importancia de ser respetuoso con otros estudiantes.					
3. Yo entiendo la importancia de ser respetuoso con todos los adultos.					
4. Yo entiendo la importancia de que exista un código para vestir.					
5. Yo entiendo la importancia de asistir a la escuela diariamente.					
6. Yo entiendo la importancia de llegar a la escuela/clases a tiempo.					
7. Yo trabajo mejor solo.					
8. Yo trabajo mejor en grupos pequeños.					
9. Yo aprendo mejor en la mañana.					
10. Yo aprendo mejor en la tarde.					
11. Yo aprendo mejor viendo ilustraciones (dibujos).					
12. Yo aprendo mejor escuchando al orador.					
13. Yo entiendo mejor las instrucciones cuando son verbales.					
14. Yo entiendo mejor las instrucciones cuando son escritas con ejemplos.					

COMPETENCIA	A		B		
Por cada declaración, escoja una respuesta para la A y una respuesta para la B.	Tiene usted esta habilidad/el conocimiento?		Que tan importante es el conocimiento y la habilidad? 1) muy importante, 2) Importante, 3) Sin importancia.		
	Si	No	1	2	3
15. Yo estudio mejor cuando hay silencio a mi alrededor.					
16. Yo estudio mejor cuando escucho radio/televisión.					
17. Yo aprendo mejor cuando trabajo con un compañero.					
18. Me gusta estudiar.					
19. Hago mi tarea escalar regularmente.					
20. Se donde obtener ayuda para hacer mi tarea escalar.					
21. Tengo un lugar especial para estudiar en mi casa.					
22. Se como organizar mi tiempo, para lograr estudiar en casa.					
23. Se como organizar los materiales de mi clase y tareas escalaras.					
24. Se escuchar y hacer preguntas en la clase.					
25. Se tomar buenas notas en clase.					
26. Me pongo nervioso cuando presento exámenes.					
27. Yo se que el comer y descansar apropiadamente me ayuda a prepararme para un examen.					
28. Yo se como presentar exámenes.					
29. Me desempeño mejor en pruebas con diferentes respuestas de donde escoger que en pruebas de redacción.					

COMPETENCIA	A		B		
Por cada declaración, escoja una respuesta para la A y una respuesta para la B.	Tiene usted esta habilidad/el conocimiento?		Que tan importante es el conocimiento y la habilidad? 1) muy importante, 2) Importante, 3) Sin importancia.		
	Si	No	1	2	3
30. Prefiero contestar las preguntas de un examen oralmente (hablando).					
31. Se como estudiar para un examen.					
32. Podría utilizar algunos consejos en como tomar un examen.					
33. Yo entiendo que el alcanzar mi objetivo, en la escuela se relacionara con mi exito futuro.					
34. Yo me siento bien cuando triunfo en la escuela.					
35. Yo se que en diploma de secundaria (High School) es importante para el exito futuro.					
36. Yo entiendo como la ayuda con mi estudios y el estimulo en mi casa están relacionados con lo bien que yo me desempeñe en la escuela.					
37. Yo se como identificar el verdadero problema cuando estoy preocupado o molesto.					
38. Yo entiendo que las decisiones que tome ahora pueden afectar mi futuro.					
39. Generalmente tomo decisiones importantes yo solo.					
40. Se que yo afecto a otras personas generalmente por las decisiones que tomo.					

COMPETENCIA	A		B		
Por cada declaración, escoja una respuesta para la A y una respuesta para la B.	Tiene usted esta habilidad/el conocimiento?		Que tan importante es el conocimiento y la habilidad? 1) muy importante, 2) Importante, 3) Sin importancia.		
	Si	No	1	2	3
41. Yo se como asumir la responsabilidad de las decisiones que yo tome.					
42. Generalmente siempre hay alguien a mi alrededor para ayudarme cuando tengo un problema.					
43. Generalmente no permito que mis problemas afecten mi comportamiento en la escuela.					
44. Generalmente no permito que mis problemas afecten mi comportamiento en la casa.					
45. Se que con carreras.					
46. Se como encontrar información acerca de las carreras que me interesan.					
47. Entiendo mis intereses y mis habilidades y como puede esto ayudarme a elegir una carrera.					
48. He conversado sobre posibles carreras con mis padres.					
49. He conversado sobre posibles carreras con mis maestros.					
50. Entiendo como prepararme para las carreras en las cuales podría yo tener interés.					
51. Conozco sobre créditos en la secundaria (High School) y los requisitos para graduarse.					
52. Se que materias como, matemáticas, lectura y ciencia, me ayudaran en el futuro.					

COMPETENCIA	A		B		
Por cada declaración, escoja una respuesta para la A y una respuesta para la B.	Tiene usted esta habilidad/el conocimiento?		Que tan importante es el conocimiento y la habilidad? 1) muy importante, 2) Importante, 3) Sin importancia.		
	Si	No	1	2	3
53. Yo se que terminando la secundaria me ayudara a conseguir un mejor empleo.					
54. Yo planeo graduarme de la secundaria.					
55. Yo se lo que es una escuela comercial.					
56. Yo planeo asistir a la universidad.					
57. Ya he tenido trabajos de medio tiempo.					
58. Necesito ayuda para llenar solicitudes de empleo.					
59. Me gustaría conocer mas sobre las entrevistas para conseguir empleo.					
60. Necesito ayuda para encontrar empleo de medio tiempo o durante el verano.					
61. Yo se que empleos hay disponibles en el aérea local (en tu ciudad).					
62. Yo se lo que los patrones esperan de sus empleados.					
63. Yo se que llevándose bien con los demás es muy importante para conseguir y conservar la mayoría de los empleos.					
64. Yo se que es importante para mi.					
65. Yo tengo confianza en mi mismo.					
66. Yo puedo expresar mis propias ideas.					
67. Yo estoy orgulloso/a de mi cultura.					

COMPETENCIA	A		B		
Por cada declaración, escoja una respuesta para la A y una respuesta para la B.	Tiene usted esta habilidad/el conocimiento?		Que tan importante es el conocimiento y la habilidad? 1) muy importante, 2) Importante, 3) Sin importancia.		
	Si	No	1	2	3
68. Estoy orgulloso de mi vecindario (barrio).					
69. Estoy orgulloso de mi escuela.					
70. Estoy orgulloso de mis logros.					
71. Tengo amigos de diferentes orígenes culturales.					
72. Yo se que mis pensamientos y sentimientos afectan mi comportamiento.					
73. Yo se como solucionar mis problemas o donde conseguir ayuda.					
74. Entiendo los cambios físicos, sociales, y emocionales cuando se esta creciendo.					
75. Me acepto y estoy contento conmigo mismo tanto física como mentalmente.					
76. Se como ayudar con las responsabilidades.					
77. Conozco algunas cosas que causan problemas en las familias (cambiándose de casa, la muerte, el divorcio, falta de empleo).					
78. Entiendo como mi higiene personal afecta mis relaciones con otras personas.					
79. Respeto a la gente aun cuando pudiera ser diferente.					
80. Acepto a la gente por lo que ellos son, no por el color de su piel.					

COMPETENCIA	A		B		
Por cada declaración, escoja una respuesta para la A y una respuesta para la B.	Tiene usted esta habilidad/el conocimiento?		Que tan importante es el conocimiento y la habilidad? 1) muy importante, 2) Importante, 3) Sin importancia.		
	Si	No	1	2	3
81. Se lo que las drogas y el alcohol causan a mi cuerpo y a mi mente.					
82. Se lo que la escuela, policía y cortes hacen a los estudiantes que consumen drogas y alcohol.					
83. Se donde conseguir ayuda para mi mismo/a o para un amigo que tiene un problema con drogas o alcohol.					
84. Se como decir "NO" cuando mis amigos u otra gente tratan de hacer que yo uso drogas o alcohol.					

***SCHOOL PLAN**

DOMAIN Educational: _X_ Career/Occupational: ____ Personal/Social: ____

COMPETENCY: 1.1 Differentiate between appropriate and inappropriate school behavior as defined by district and school rules.

The student will

Grade	Activity	Delivered by Whom? And When?	Materials	Evaluation
7th and 8th grade	Class discussion of student handbook. Brainstorm rules needed before going through handbook.	7th grade K. Watson 8th grade J. Mohr 1st Quarter	Handbook Chart Paper Markers	Set of rules posted that students have agreed to.
7th and 8th grade	Individual and Group Goals	7th grade K. Watson 8th grade J. Mohr 1st Quarter	NASA Group Activity Sheet Chalkboard	Observable

* Additional activities added as needed.

***SCHOOL PLAN**

DOMAIN Educational: _X_ Career/Occupational: ____ Personal/Social: ____

COMPETENCY: 1.2

The student will identify personal learning styles in educational settings.

Grade	Activity	Delivered by Whom? And When?	Materials	Evaluation
7th and 8th grade	Can You Hear Me	7th K. Watson 8th J. Mohr 1st Quarter	Chalkboard	Student list for better listening
7th and 8th grade	Getting the Best Directions	7th K. Watson 8th J. Mohr 1st Quarter	Map Paper Pencil	Observable
7th and 8th grade	Learning Attitudes and Behaviors	7th K. Watson 8th J. Mohr		
7th and 8th grade	Time management brain dominance	Counselor 1st and 2nd Quarter	1. Right/Left Brain Questions 2. Tips to Whole Brain Thinking	Completion of assessments with follow up discussion.
7th and 8th grade	Left/Right Brain Self Assessment	Counselor, 1st and 2nd Quarter	1. Left/Right Brain Assessment 2. Brain Dominance characteristics	Discussion and feedback.
7th and 8th grade	Learning Modalities	Classroom teacher, counselor, 1st and 2nd Quarter	1. Self Assessment of Modality Strengths 2. Characteristics of learning styles 3. Suggested aids for Learning Modalities	Discussion, observable

* Additional activities added as needed.

***SCHOOL PLAN**

DOMAIN Educational: _X_ Career/Occupational: ____ Personal/Social: ____

COMPETENCY: 1.2

The student will identify personal learning styles in educational settings.

Grade	Activity	Delivered by Whom? And When?	Materials	Evaluation
7th and 8th grade	Can You Hear Me	7th K. Watson 8th J. Mohr 1st Quarter	Chalkboard	Student list for better listening
7th and 8th grade	Getting the Best Directions	7th K. Watson 8th J. Mohr 1st Quarter	Map Paper Pencil	Observable
7th and 8th grade	Learning Attitudes and Behaviors	7th K. Watson 8th J. Mohr		
7th and 8th grade	Time management brain dominance	Counselor 1st and 2nd Quarter	1. Right/Left Brain Questions 2. Tips to Whole Brain Thinking	Completion of assessments with follow up discussion.
7th and 8th grade	Left/Right Brain Self Assessment	Counselor, 1st and 2nd Quarter	1. Left/Right Brain Assessment 2. Brain Dominance characteristics	Discussion and feedback.
7th and 8th grade	Learning Modalities	Classroom teacher, counselor, 1st and 2nd Quarter	1. Self Assessment of Modality Strengths 2. Characteristics of learning styles 3. Suggested aids for Learning Modalities	Discussion, observable

* Additional activities added as needed.

***SCHOOL PLAN**

DOMAIN Educational: _X__ Career/Occupational: ____ Personal/Social: ____

COMPETENCY: 1.3

The student will identify resources available in Phoenix Preparatory Academy Guidance Center.

Grade	Activity	Delivered by Whom? And When?	Materials	Evaluation
7th and 8th grade	Orientation of guidance center	Counselor 7th K. Watson 8th J. Mohr 1st Quarter		Observable
7th and 8th grade	Introduction to materials and guidance program	Counselor 7th K. Watson 8th J. Mohr 1st Quarter	Guidance center programs	Observable
7th and 8th grade	Community services	Counselor 7th K. Watson 8th J. Mohr or community agency representatives 1st Quarter	Telephone directories City Maps Paper Pencil	Pre/Post Test Observable

* Additional activities added as needed.

***SCHOOL PLAN**

DOMAIN Educational: _X_ Career/Occupational: ____ Personal/Social: ____

COMPETENCY: 1.4

The student will learn studying and test taking skills.

Grade	Activity	Delivered by Whom? And When?	Materials	Evaluation
7th and 8th grade	How to become time wise. Time management	Counselor 7th K. Watson 8th J. Mohr 1st and 2nd Quarters	Making a schedule worksheet	Student will produce a personal time management schedule
7th and 8th grade	How Do I Spend My Time. Time management	Counselor 7th K. Watson 8th J. Mohr 1st and 2nd Quarters	How Do I Spend My Time worksheet	Student will complete time inventory
7th and 8th grade	Making Weekend Study Time. Time Management	Counselor 7th K. Watson 8th J. Mohr 1st and 2nd Quarters	None	Student will develop a personal weekend plan.
7th and 8th grade	STOP-LISTEN-ASK asking questions in class	Counselor 7th K. Watson 8th J. Mohr 1st and 2nd Quarters	Worksheets - Why I missed following directions list and student questions.	Observable

* Additional activities added as needed.

***SCHOOL PLAN**

DOMAIN Educational: X Career/Occupational: ____ Personal/Social: ____

COMPETENCY: 1.4 (Continued)

The student will learn studying and test taking skills.

Grade	Activity	Delivered by Whom? And When?	Materials	Evaluation
7th and 8th grade	Portable Desk - organizing materials	Counselor 7th K. Watson 8th J. Mohr 1st and 2nd Quarters	Empty file folder box, looseleaf paper in file folder, pen, pencil, ruler, pocket size dictionary	Observable
7th and 8th grade	SQ3R - taking notes	Classroom teacher or Counselor 7th K. Watson 8th J. Mohr 1st and 2nd Quarters	Textbook, pen, pencil, notebook, chalkboard	Observable
7th and 8th grade	About Point - taking notes	Counselor 7th K. Watson 8th J. Mohr 1st and 2nd Quarters	Content subject textbook, pen, pencil, paper, chalkboard	Observable
7th and 8th grade	Make Note of This taking notes	Counselor 7th K. Watson 8th J. Mohr 1st and 2nd Quarters	Worksheet - Taking Notes	Pre- and Post-Test

* Additional activities added as needed.

***SCHOOL PLAN**

DOMAIN Educational: X Career/Occupational: ____ Personal/Social: ____

COMPETENCY: 1.4 (Continued)

The student will learn studying and test taking skills.

Grade	Activity	Delivered by Whom? And When?	Materials	Evaluation
7th and 8th grade	Do I Have homework? starting and completing assignments	Counselor 7th K. Watson 8th J. Mohr 1st and 2nd Quarters	3x5 index cards	Observable
7th and 8th grade	Personal Study Habits Survey	Counselor 7th K. Watson 8th J. Mohr 1st and 2nd Quarters	Personal Study Habits Survey	Pre-Post Test
7th and 8th grade	When in Doubt... Write It Out Starting and completing assignments	Counselor 7th K. Watson 8th J. Mohr 1st and 2nd Quarters	When In Doubt Worksheet	Observable - daily assignment sheet completed
7th and 8th grade	Study Skills - Time management, organization	Counselor 7th K. Watson 8th J. Mohr 1st and 2nd Quarters	Worksheets - 1. Study Habits Inventory 2. Are you an organized student? 3. Seven steps to successful studying	Student will produce a personal study plan

* Additional activities added as needed.

***SCHOOL PLAN**

DOMAIN Educational: _X_ Career/Occupational: ____ Personal/Social: ____

COMPETENCY: 1.4 (Continued)

The student will learn studying and test taking skills.

Grade	Activity	Delivered by Whom? And When?	Materials	Evaluation
7th and 8th grade	Improving Assignments - starting and finishing assignments	Counselor 7th K. Watson 8th J. Mohr 1st and 2nd Quarters	Worksheet 1. Key to improving assignments 2. Study habits inventory	Observable, discussion, feedback
7th and 8th grade	Your Attitude and What You Accomplish - starting and finishing assignments	Counselor 7th K. Watson 8th J. Mohr 1st and 2nd Quarters	Worksheets: Discover Your Attitude Toward Study	Observable, discussion
7th and 8th grade	How to Take a Test - test taking skills Starting and completing assignments	Counselor 7th K. Watson 8th J. Mohr 3rd and 4th Quarters	Notebooks and pens	Discussion, feedback, observable

* Additional activities added as needed.

***SCHOOL PLAN**

DOMAIN Educational: _X_ Career/Occupational: ____ Personal/Social: ____

COMPETENCY: 1.4 (Continued)

The student will learn studying and test taking skills.

Grade	Activity	Delivered by Whom? And When?	Materials	Evaluation
7th and 8th grade	Testing Yourself - test taking skills	Counselor 7th K. Watson 8th J. Mohr 3rd and 4th Quarters	Handouts: Essay Tests, Objective Tests	Students will produce a practice test for material currently being studied.
7th and 8th grade	Improving Test Scores - test taking skills	Counselor 7th K. Watson 8th J. Mohr 3rd and 4th Quarters	notebook and pen	Observable, practice study session prior to test, discuss process after test

* Additional activities added as needed.

***SCHOOL PLAN**

DOMAIN Educational: _X__ Career/Occupational: ____ Personal/Social: ____

COMPETENCY: 1.5

The student will identify the benefits of educational achievement.

Grade	Activity	Delivered by Whom? And When?	Materials	Evaluation
7th and 8th grade	Helping Hands	Counselor 7th K. Watson 8th J. Mohr 1st Quarter	Chalkboard	Students list volunteer activities.
7th and 8th grade	From School to Career	Counselors 7th K. Watson 8th J. Mohr 1st Quarter	Activity Sheet, pen, pencil	Students complete "Transferable Skills" activity sheet. Discussion
7th and 8th grade	School Skills, Life Skills	Counselors 7th K. Watson 8th J. Mohr 1st Quarter	Chalkboard, paper, pen, pencil	Students list personal school skills, match them with personality strengths and determine how these assist in career decisions.

* Additional activities added as needed.

***SCHOOL PLAN**

DOMAIN Educational: _X__ Career/Occupational: ____ Personal/Social: ____

COMPETENCY: 1.5 (Continued)

The student will identify the benefits of educational achievement.

Grade	Activity	Delivered by Whom? And When?	Materials	Evaluation
7th and 8th grade	School Has Changed Me	Counselors 7th K. Watson 8th J. Mohr 1st Quarter	Paper, pen, pencil	Students list and share their perceptions of how they have been influenced and changed by attending school.
7th and 8th grade	I Know How Academic Skills Relate to Career Goals	Counselors 7th K. Watson 8th J. Mohr 1st Quarter	Chalkboard, pen, pencil	Students list skills required for various jobs.
7th and 8th grade	Survey for Success	Counselors	Overhead Projector, paper, pencil, access to Parents	Students develop and tally survey to be used with parents.
7th and 8th grade	Hobby Hotline	Counselors 1st Quarter	"Hobby Hotline" Survey	Students share survey results

* Additional activities added as needed.

***SCHOOL PLAN**

DOMAIN Educational: _X_ Career/Occupational: ____ Personal/Social: ____

COMPETENCY: 1.5 (Continued)

The student will identify the benefits of educational achievement.

Grade	Activity	Delivered by Whom? And When?	Materials	Evaluation
7th and 8th grade	"Beyond Reading, Riting, and Rithmatic"	Counselors 7th K. Watson 8th J. Mohr	Chalkboard	Students generate list of Interests, Activities, and Suggestions for Extra-curricular activities.
7th and 8th grade	Career Fair	Counselors Community Worker 1st Quarter	Paper, pencil	Students respond to career fair experience verbally and record in journals.
7th and 8th grade	What Does the Future Hold?	Counselors 7th K. Watson 8th J. Mohr 1st Quarter	Index cards, Handouts: "Career Choices" and "Evaluation" Chalkboard	Students respond to questions (written evaluation)

* Additional activities added as needed.

***SCHOOL PLAN**

DOMAIN Educational: _X_ Career/Occupational: ____ Personal/Social: ____

COMPETENCY: 1.6

The student will identify the process of responsible decision-making/problem-solving.

Grade	Activity	Delivered by Whom? And When?	Materials	Evaluation
7th and 8th grade	How Do You Deal With Your Problems?	Counselors 7th K. Watson 8th J. Mohr 3rd and 4th Quarters	Paper, pen, pencil	Students identify problems and describe problem solving skills they have developed. (pre-post-test)
7th and 8th grade	Making a Decision	Counselors	"Identify Your Obstacles" Activity Sheet, Pencil, pen	Students identify obstacles and ways to overcome them. (Pre-post-test)
7th and 8th grade	Problem-Solving Solutions	Counselors	Paper, pencil, pen	Students identify different methods of solving problems (Pre-post-test)
7th and 8th grade	The Decision-Making Process	Counselors 7th K. Watson 8th J. Mohr	"Decision-Making" Activity Sheet	Students demonstrate an understanding of the terms "alternative", "consequence" and "risk"

* Additional activities added as needed.

***SCHOOL PLAN**

DOMAIN Educational: _X_ Career/Occupational: ____ Personal/Social: ____

COMPETENCY: 1.6 (Continued)

The student will identify the process of responsible decision-making/problem-solving.

Grade	Activity	Delivered by Whom? And When?	Materials	Evaluation
7th and 8th grade	Step-By-Step Decision-Making	Counselors	Chart	Examination and discussion
7th and 8th grade	Influences in Life	Counselors 3rd and 4th Quarter	"Influences in Life" handout Chalkboard	Students evaluation of how different factors affect their behavior.
7th and 8th grade	How Our Needs Affect Our Decisions	Counselors 7th K. Watson 8th J. Mohr	Chalkboard, Maslow's Hierarchy of Human Needs	Students Categorize needs discussion
7th and 8th grade	I've Got A Brainstorm	Counselors 3rd and 4th Quarter	Paper, pencil, pen	Student use problem-solving process on an original problem. Sharing possible solutions.

* Additional activities added as needed.

***SCHOOL PLAN**

DOMAIN Educational: _X__ Career/Occupational: ____ Personal/Social: ____

COMPETENCY: 1.6 (Continued)

The student will identify the process of responsible decision-making/problem-solving.

Grade	Activity	Delivered by Whom? And When?	Materials	Evaluation
7th and 8th grade	Brainstorming-Problem-Solving Group Style	Counselors 3rd and 4th Quarters	Chalkboard	Students brainstorm and record acceptable solutions in booklet.
7th and 8th grade	"To Do Or Not To Do ... That Is the Question?"	Counselors 7th K. Watson 8th J. Mohr	Chalkboard or prepared visual guide	Students project possible solutions and outcomes.
7th and 8th grade	Listening Exercise	Counselors 3rd and 4th Quarters	Copies of "Decision-Making Model" Pencil, pen	Students "think through" a decision they face and write out alternatives, pros and cons
7th and 8th grade	Your Choice	Counselors 7th K. Watson 8th J. Mohr 3rd and 4th Quarter	Paper, pencil, pen	Groups evaluate and re-evaluate choices.

* Additional activities added as needed.

***SCHOOL PLAN**

DOMAIN Educational: _X_ Career/Occupational: ____ Personal/Social: ____

COMPETENCY: 1.6 (Continued)

The student will identify the process of responsible decision-making/problem-solving.

Grade	Activity	Delivered by Whom? And When?	Materials	Evaluation
7th and 8th grade	Goal Setting	Counselors 3rd and 4th Quarters	Copies of "Creative Life Management Guide" Forms	Students share and evaluate answers.
7th and 8th grade	Thinking about Taking Risks	Counselors 7th K. Watson 8th J. Mohr 3rd and 4th Quarters	"Thinking About Taking Risks" Worksheet	Students brainstorm several categories of risks, presenting positive and negative consequences.
7th and 8th grade	The Buck Stops Here	Counselors 7th K. Watson 8th J. Mohr 3rd and 4th Quarters	paper, pencil, pen	Students analyze situations in terms of possible outcomes and consequences. Students provide examples of "buck passing"

* Additional activities added as needed.

***SCHOOL PLAN**

DOMAIN Educational: ____ Career/Occupational: __X__ Personal/Social: ____

COMPETENCY: 2.1

The student will relate the basic skills learned in school to skills required in the workplace.

Grade	Activity	Delivered by Whom? And When?	Materials	Evaluation
7th and 8th grade	DG 67 School skills used in everyday life	Tom Weaver 1st Quarter	Chalkboard, paper, pencil	Students will describe how school skills relate to everyday life.
7th and 8th grade	DG 64 Identifying skills learned in schools which may be used in careers	Tom Weaver 1st Quarter	Transferable skills activity sheet	Students will complete activity sheet.
7th and 8th grade	M/JH-369 Relating academic skills to career goals	Tom Weaver 1st Quarter	Chalkboard, paper, pencil	Students will create a list of skills required in certain jobs.
7th and 8th grade	M/JH-278 What employers expect of workers	Tom Weaver 1st Quarter		Completion of activity.

* Additional activities added as needed.

***SCHOOL PLAN**

DOMAIN Educational: ____ Career/Occupational: __X__ Personal/Social: ____

COMPETENCY: 2.2

The student will complete a project showing understanding of the wide variety of career choices.

Grade	Activity	Delivered by Whom? And When?	Materials	Evaluation
7th and 8th grade	Discovering Career Clusters	Tom Weaver 2nd Quarter	1. Career Assessment worksheets 2. Occupational cluster information	Completion of occupational cluster worksheet.

* Additional activities added as needed.

***SCHOOL PLAN**

DOMAIN Educational: ____ Career/Occupational: __X__ Personal/Social: ____

COMPETENCY: 2.3

The student will complete assessments of their personal interests and aptitudes relating to career choice.

Grade	Activity	Delivered by Whom? And When?	Materials	Evaluation
7th and 8th grade	Interest and aptitude assessment	Tom Weaver 2nd Quarter	Self Directed Search Assessment	1. Completion, interpretation of assessment. 2. Signature by parent or guardian and Home Base Teacher.
7th and 8th grade	Career Exploration using Choices, Jr.	Tom Weaver 2nd Quarter	Choices, Jr. computer software	Completion of computer project.

* Additional activities added as needed.

***SCHOOL PLAN**

DOMAIN Educational: ____ Career/Occupational: __X__ Personal/Social: ____

COMPETENCY: 2.4

The student will write an education plan extending for 2 years past high school.

Grade	Activity	Delivered by Whom? And When?	Materials	Evaluation
7th and 8th grade	Writing an education plan extending for 2 years beyond high school	Tom Weaver 3rd Quarter	Paper, pencil	1. Each student will complete a written education plan extending 2 years beyond high school. 2. Each student will have plan signed by parent or guardian and Home Base Teacher.

* Additional activities added as needed.

***SCHOOL PLAN**

DOMAIN Educational: ____ Career/Occupational: __X__ Personal/Social: ____

COMPETENCY: 2.5

The student will write a tentative career plan.

Grade	Activity	Delivered by Whom? And When?	Materials	Evaluation
7th and 8th grade	Write a tentative career plan based on results of assessments and Choices, Jr. project	Tom Weaver 4th Quarter	Paper, pencil	1. Each student will write tentative career plan. 2. Each student will have plan signed by parent or guardian and Home Base Teacher.

* Additional activities added as needed.

***SCHOOL PLAN**

DOMAIN Educational: ____ Career/Occupational: ____ Personal/Social: __X__

COMPETENCY: 3.1

The student will recognize how respect for one's own culture and background can build self-confidence.

Grade	Activity	Delivered by Whom? And When?	Materials	Evaluation
7th and 8th grade	B5 I Understand What Is Important To Me (Values) "Personal Coat of Arms"	L. Choplin N. Zeitlin 1st Quarter	Pencils, crayons, markers, scissors, glue	Observable
7th and 8th grade	DG 71 "Very Much Like Me" General Assessment Activity Sheet	L. Choplin N. Zeitlin 1st Quarter	Pencil, pen, General Assessment Activity Sheet	Pre-Post-Test

* Additional activities added as needed.

***SCHOOL PLAN**

DOMAIN Educational: ____ Career/Occupational: ____ Personal/Social: __X__

COMPETENCY: 3.2

The student will develop interpersonal skills necessary for harmony in relationships with others.

Grade	Activity	Delivered by Whom? And When?	Materials	Evaluation
7th and 8th grade	B8 "Thoughts, Feelings, Actions"	L. Choplin N. Zeitlin	Thoughts, Feelings, Action Sheet	Observable
7th and 8th grade	B8 "Why I Do The Things I Do"	L. Choplin N. Zeitlin 2nd Quarter	Handout-Inter-personal Relations Checklist I and II, "I'm the Best Contract"	Pre-Post-Test
7th and 8th grade	H29 "A Good Friend Is ..."	L. Choplin N. Zeitlin 1st Quarter	None	Observable
7th and 8th grade	H31 "Steps to Self-Control"	L. Choplin N. Zeitlin 1st Quarter	Eight Steps of Reality Therapy	Observable
7th and 8th grade	DG84 The Bucket/The Dipper	L. Choplin N. Zeitlin 3rd Quarter	2 bags or other containers of rocks, tennis balls, small objects to put in bucket. Story- The Bucket/The Dipper	Discussion and feedback

* Additional activities added as needed.

***SCHOOL PLAN**

DOMAIN Educational: ____ Career/Occupational: ____ Personal/Social: __X__

COMPETENCY: 3.3

The student will understand developmental changes and expectations associated with different life stages.

Grade	Activity	Delivered by Whom? And When?	Materials	Evaluation
7th and 8th grade	B11 "Body Inventory" worksheet	L. Choplin N. Zeitlin 2nd Quarter	Body Inventory Worksheet	Observable
7th and 8th grade	DG 58 My Changing Self	L. Choplin N. Zeitlin 2nd Quarter	Self Assessment Inventory, 3x5 sheets of paper, 2 per student	Pre-Post-Test
7th and 8th grade	DG 58 My Favorite Activities	L. Choplin N. Zeitlin 2nd Quarter	Paper (cut into small pieces(sheets of paper, pencil, pen	Pre-Post Test
7th and 8th grade	DG 70 "The Future and You" Growth and Change	L. Choplin N. Zeitlin 2nd Quarter	paper, pencil or pen	Students write descriptions of future lifestyles and environment
7th and 8th grade	DG 93 Life Roles Getting to Know You Interview	L. Choplin N. Zeitlin 2nd Quarter	pencils, interview form, activity sheet	Student interviews and assessment
7th and 8th grade	F 21 Doldrum Detective problem clarification	L. Choplin N. Zeitlin 2nd Quarter	Doldrum Detective and Spy, Class worksheets	Pre-post Test

* Additional activities added as needed.

***SCHOOL PLAN**

DOMAIN Educational: ____ Career/Occupational: ____ Personal/Social: __X__

COMPETENCY: 3.4

The student will understand that acts of discrimination and prejudice are barriers to effective communication.

Grade	Activity	Delivered by Whom? And When?	Materials	Evaluation
7th and 8th grade	H27 "I Know How You Feel"	L. Choplin N. Zeitlin 3rd Quarter	"I Know How You Feel" worksheet	Observation, discussion, and feedback
7th and 8th grade	H 27 "Try A New Role"	L. Choplin N. Zeitlin 3rd Quarter	What Role Do I Play worksheet and skit	Pre-Post-Test
7th and 8th grade	H 30 "Why I Like Being Me"	L. Choplin N. Zeitlin 3rd Quarter	Why I Like Being Me worksheet	Pre-Post Test
7th and 8th grade	H 31 "How Tolerant are You"	L. Choplin N. Zeitlin 3rd Quarter	Tolerance Survey sheet	Observation, discussion, and feedback
7th and 8th grade	H 31 "Bigotry and Me"	L. Choplin N. Zeitlin 3rd Quarter	Story Ideas and "Dreams"	Observation, discussion, and feedback

* Additional activities added as needed.

***SCHOOL PLAN**

DOMAIN Educational: ____ Career/Occupational: ____ Personal/Social: __X__

COMPETENCY: 3.5

The student will know how drugs and alcohol affect oneself and others.

Grade	Activity	Delivered by Whom? And When?	Materials	Evaluation
7th and 8th grade	K39 "To Smoke or Not to Smoke"	L. Choplin N. Zeitlin 4th Quarter	Tobacco Information Sheet, tobacco puzzle	Pre-Post Tests
7th and 8th grade	K 39 "Alcohol Myths"	L. Choplin N. Zeitlin 4th Quarter	"Alcohol Information" sheet	Pre-Post Tests
7th and 8th grade	K 39 "Making Decisions About Drugs/Alcohol"	L. Choplin N. Zeitlin 4th Quarter	Videotapes, magazines, poster paper and markers	Observation and discussion
7th and 8th grade	K 40 "Drugs and the Courts"	L. Choplin N. Zeitlin 4th Quarter	Juvenile officers, 3x5 cards, field trip to Juvenile Court	Discussion and feedback
7th and 8th grade	K 40 "Drugs and the Law"	L. Choplin N. Zeitlin 4th Quarter	A Local Law Officer versed in Juvenile Drug Offenses; 3x5 cards	Observation, discussion

* Additional activities added as needed.

***SCHOOL PLAN**

DOMAIN Educational: ____ Career/Occupational: ____ Personal/Social: __X__

COMPETENCY: 3.5 (Continued)

The student will know how drugs and alcohol affect oneself and others.

Grade	Activity	Delivered by Whom? And When?	Materials	Evaluation
7th and 8th grade	K 41 "Reach Out and Touch Somebody's Hand"	L. Choplin N. Zeitlin 4th Quarter	"Helping Hand" worksheet	Pre/Post Test
7th and 8th grade	K 42 "Drug Use and Abuse"	L. Choplin N. Zeitlin 4th Quarter	"States of Drug Use and Abuse", "Drug Use and Abuse" activity sheets	Observation and discussion
7th and 8th grade	K 42 "Getting Help"	L. Choplin N. Zeitlin 4th Quarter	Local Phone Books	Observation, discussion, and feedback
7th and 8th grade	K 43 "No Problems"	L. Choplin N. Zeitlin 4th Quarter	"Role Situations" worksheet, open floor space	Observation and discussion

* Additional activities added as needed.

PHOENIX PREPARATORY ACADEMY

STUDENT MONITORING

The monitoring of student progress is a critical element in Competency-Based Guidance. Phoenix Preparatory Academy plans to keep a parent folder and file for each student.

The counselor will meet with each of his/her students a minimum of four times a year to review his/her academic, personal/social, and career concerns. Parents will accompany students when necessary and will meet with counselors at parent/teacher conferences.

The counselors will monitor the students by keeping a monitoring sheet for each student and keeping the reference file complete.

Enclosed are the monitoring sheet and reference folder to be kept by each counselor.

INDIVIDUAL GUIDANCE MONITORING FORM

NAME _____ DOB _____ STUDENT # _____

ADDRESS _____ PHONE- HOME _____ WORK _____

PARENT(S) NAME(S) _____

HOME BASE TEACHER _____ GRADE _____

TYPE OF CONFERENCE	INDIVIDUAL CONFERENCE	GROUP ACTIVITY	SOURCE OF REFERRAL	
Student			Self	
Teacher			Parent	
Parent			Teacher	
Administrator			Administrator	
Psychologist			Student	
Other Professional			Other	
			Agency Name	

LOCATION OF CONFERENCE/ACTIVITY		TIME OF CONFERENCE		LENGTH OF CONFERENCE	
Counselors Office		During School		15 min.	
Career Resource Center		After School		30 min.	
Office Area		Before School		45 min.	
Classroom		Evening		60 min.	
Telephone		Summer		75 min.	
				90+ min.	

IF IN GROUP		IF STUDENT, WHAT GROUP		PARENT GROUPS	
2 thru 15		6			
16 thru 30		7			
31 or over		8			
		9			

PRIMARY AND SECONDARY REASONS FOR CONFERENCE

EDUCATION DOMAINS	COMPLETE	NOT COMPLETE	NOTES
1.1 Differentiate between appropriate and inappropriate school behavior as defined by district and school rules.			
1.2 Identify personal learning styles in educational setting.			
1.3 Identify resources available in the Academy Guidance Center.			
1.4 Learn studying and test-taking skills.			
1.5 Identify the benefits of educational achievement			
1.6 Identify the process of responsible decision-making/problem solving.			
CAREER/OCCUPATIONAL DOMAINS			
2.1 Discover the relationship between educational achievement and career opportunities.			
2.2 Understand the relationship of specific occupations to broad career clusters.			

CAREER/OCCUPATIONAL DOMAINS (Cont.)	COMPLETE	NOT COMPLETE	NOTES
2.3 Understand how personal aptitudes, interests, and abilities influence career choices.			
2.4 Understand how completion of high school prepares one for the future.			
2.5 Understand how personal/social skills relate to careers.			
PERSONAL/SOCIAL DOMAINS			
3.1 Recognize how respect for one's own culture and background can build self-confidence.			
3.2 Develop interpersonal skills necessary for harmony in relationship with others.			
3.3 Understand developmental changes and expectations associated with different life stages.			
3.4 Understand that acts of discrimination and prejudice are barriers to effective communication.			
3.5 Know how drugs and alcohol affect oneself and others.			
Administrative Tasks			
Guidance Department Management Tasks			
Meetings			

PLANS MADE AND/OR ACTION TAKEN

Class Schedule Change _____
Conference with involved parties _____
Conference with parent _____
Conference with student _____
Conference with teacher _____
Daily progress check _____
Phone call to Pupil Personnel Services _____
Referral to Pupil Personnel Services _____
Transferred to another school _____
Transferred to special school _____
Scheduled another conference _____
Referred to Career Resource Center _____
Chicanos Por La Causa _____
Friendly House _____
Urban League _____
Call-A-Teen _____
Other _____
None _____

PHOENIX PREPARATORY ACADEMY
725 E. Fillmore
Phoenix, AZ 85004

***REFERENCE FILE FOR PARENTS**

Educational-Progress Documents
For Your Students' Middle School Years

The academic progress of your child is important to you, your child, and to the educators who work with your child. It is also important for you to note certain milestones of your child's school experiences. We expect that this Reference File will assist you to participate with your child and to share the joy with the educators who are a part of your child's growth each school term.

Dr. John R. Flores
Principal, Phoenix Preparatory Academy

NAME OF PUPIL _____ GRADE _____

COUNSELOR _____ HOME BASE TEACHER _____

PARENTS NAME _____ ADDRESS _____

PHONE _____

This file is designed to provide information that will help you become and remain an active partner and informed parent/guardian while your child attends school. Enabling your child to feel good about her/himself, successful learning experiences, and getting along with others are more likely to occur when the home and the school communicate on a regular basis.

Utilize this folder to:

* File important information about your child.
* Assist in monitoring your child's progress.
* Assist your child in the learning process.

INFORMATION TO STORE IN THIS ENVELOPE:

_____ School Handbook/Calendar (update yearly)
_____ Report Cards (issued every 9 weeks each year)
_____ Honor Roll Certificates
_____ Interim Reports (distributed near the middle of each grading period.)
_____ Reports of Standardized Test Results
_____ Copy of Birth Certificate
_____ Copy of Immigration Card (if applicable)
_____ Immunization Records
_____ Principal's Newsletters
_____ Awards Received
_____ Social Security Number
_____ Post-High School Plan, Materials
_____ Individual Guidance Assessment Results
_____ Other letters from School

Tests Taken: Check when results are received

_____ Iowa Test of Basic Skills/Fall 1992 - Grades 7 & 8
_____ District Criterion Reference Test/Spring 1992 - Grades 7 & 8
_____ District Criterion Reference Test/Fall 1992 - Grades 7 & 8
_____ Arizona Student Assessment Program/Spring 1992 - Grade 8 only

Welcome: The middle level school years are exciting, challenging, and rewarding for parents as well as for children. Become a part of your child's educational experience by communicating daily with your child about school and by participating in school events as often as possible. Visit your child's school to become familiar with the building, the staff, and the many resources available to your child. Welcome to your school community and best wishes for years of cooperative success and happy memories.

*This information is printed on a folder, and also available in Spanish.

To the Parent: Your involvement in your child's middle level school years makes the difference. Research overwhelmingly shows that achievement improves when parent involvement increases. Through your interest and support, your child realizes that you think school is important. Since you value it, your child also sees it as important.

You May Wish to Monitor Your Child's Progress By:

* Reviewing all report cards and interim reports with your child.
* Sharing daily school experiences with your child.
* Seeing that homework is completed.
* Contacting the school if your child is having behavior or learning problems.
* Being aware of the results of academic, vision, hearing, and/or speech screening.
* Helping review for tests after your child has finished studying.
* Proving numerous learning experiences.

Plan for Continues Achievement By:

* Reviewing the School Handbook with your child yearly.
* Planning a special time and place for your child to study and do homework.
* Encouraging your child when she/he is having difficulty with an assignment.
* Helping your child successfully participate in the school day by providing adequate rest and a nourishing breakfast.
* Having your child read each day.
* Listening to your child's original writing and reviewing completed projects.
* Monitoring television viewing.
* Proving cultural/community learning experiences (visiting the Public Library, Museums, State and Federal Government Buildings, etc.).
* Being supportive and making positive comments about effort as well as the finished product.
* Allowing your child to make decisions appropriate to her/his age and experience the rewards and consequences of her/his choices.
* Encouraging responsible behavior in your child.

Provide your child with opportunities for success by recognizing achievement, expecting your child to become an active learner, and respecting your child's efforts. The middle level school years are rewarding to parents when they see their children perform responsible behavior as they master academic and social skills. This is a time for cooperative adventures. It is exciting to participate in the educational process. *Become involved and experience the joys first-hand!*

You are Encouraged To:

* Attend orientation meetings.
* Visit school yearly during American Education Week.
* Volunteer time in the school.
* Call the teacher, principal, or counselor if you have questions or concerns.
* Attend Teacher-Parent Conferences.
* Attend Back-To-School Night (Open House).
* Join the parent organizations and attend meetings.

PHOENIX ELEMENTARY SCHOOL DISTRICT NO. 1
1991-92
COMPETENCY BASED GUIDANCE
***ADVISORY BOARD**

Genevieve Arroyo (P)
910 W. Cocopah
Phoenix, AZ 85007
258-6104

Sgt. Paul Brown (C)
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Community Service
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Phoenix, AZ 85003
262-7331

Milt Carpenter (O)
Maricopa County Juvenile Court Center
3125 W. Durango
Phoenix, AZ 85009
269-2537

Doris M. Cullen (T)
Health Services Coordinator
Phoenix Elementary School District #1
125 E. Lincoln St. (85004)
257-3811

Patricia de Bermuda (T)
Social Worker
Garfield School
811 N. 13th St. (85006)
257-3866

Rebecca De La Fuente (P)
1817 N. 7th St.
Phoenix, AZ 85006
257-3765

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Phoenix, AZ 85051
H 942-2102
W 841-9133

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328 N. 13th St.
Phoenix, AZ 85006
254-1873

A.J. Greing (C)
Chicanos Por La Causa
Dir. of Chemical Dependency Services
3639 W. Lincoln St.
Phoenix, AZ 85009

Heather Horgan (S)
737 W. Culver St.
Phoenix, AZ 85007
258-3723

Leila Horgan (P)
737 W. Culver St.
Phoenix, AZ 85007
258-3723

COMPETENCY BASED GUIDANCE
***ADVISORY BOARD**

PAGE 2

Valerie Kime (C)
Friendly House
P.O. Box 3695
Phoenix, AZ 85003
257-1870

Esther E. Lucero (C)
Youth Outreach Director
YWCA of Maricopa County
755 E. Willetta St. (85006)
258-0990

Ed McClelland (C)
Phoenix South Community Mental Health
1700 N. 7th Ave. Suite 112
Phoenix, AZ 85007
258-0011

Senator Armando Ruiz (O)
Arizona State Senate
1700 W. Washington Rm. 309
Phoenix, AZ 85007
542-4291

Shirley Simpson (G)
School Psychologist
1817 N. 7th St.
Phoenix, AZ 85006
257-3809

Father Tony Sotelo (C)
Immaculate Heart Church
909 E. Washington
Phoenix, AZ
253-6129

Paulina Stout (T)
Social Worker
Welcome Center
1817 N. 7th St. 85006
257-6381

Deborah Washington
LaTanya White (C)
Black Family & Child Services
2323 N. 3rd St. Suite 202
Phoenix, AZ 85004
256-2948

Natalie Zeitlin (T)
Lead Counselor
1817 N. 7th St. 85006
257-3743

P = Parent
T = Teacher
O = Officer
C = Community based organizations
G = Other groups with interest and experience
S = Student

*Participants are subject to change yearly.

MASTER CALENDAR

1ST QUARTER SEPTEMBER 8 - NOVEMBER 6

Ed.	Registration Activities
Ed. 1.2, 1.3	Orientation and rules
Ed. 1.4	Class activities to develop good work habits and study skills.
Ed. 1.2	Class and individual activities to discover individual learning style.
C 2.1, 2.5	Class activities to discover how attendance and punctuality relate to career opportunities.
C 2.3	Class activities to identify desired personal lifestyle and values and how they relate to career choices.
C 2.5	Class activities to discover how relating to others is important to job security.
P.S. 3.1	Class activities identifying similarities/differences in self and others.
P.S. 3.1	Class and individual activities identifying personal values.
P.S. 3.2	Class activities to learn to relate to others.
Ed. 1.5/C 2.1	Class activities to discover how school subjects are related to future success.
Ed. 1.4/P.S.	Identify academically at risk students.
Ed. 1.4/P.S.	Individual and group activities for academically at risk students.
Ed./P.S.	Public relations/Parent-Community
Ed./P.S.	Individual/Group Counseling
Ed./P.S.	Identify students for Student Assistance Program.
Ed./C/P.S.	Guidance Bulletin Board display of thematic unit.
Ed./C/P.S.	Peer Training/Supervision
Ed./C/P.S.	Outreach Services Team
Ed./C/P.S.	Spirit of 97 (phase 1)
Ed./C/P.S.	Peer Mediation Program/Training

MASTER CALENDAR

2ND QUARTER NOVEMBER 9 - JANUARY 29

Ed. 1.1	Class and individual activities to encourage students to follow rules.
Ed. 1.4	Class and individual activities to develop good study skills.
Ed. 1.4	Class activities to develop time management skills.
C 2.1, 2.3	Activities to learn how to state own ideas.
C 2.1	Class activities to learn how to find information about careers.
C 2.1	Career planning activities.
C 2.1	Career exploration activities.
P.S. 3.3	Class and individual activities to understand and accept self.
Ed. 1.4/P.S.	Identify 2nd quarter academically at risk students.
Ed. 1.4/P.S.	Individual and group follow up of academically at risk students from 1st quarter and 2nd quarter.
Ed./P.S.	Public relations activities/parent-community.
C 2.3/P.S. 3.3	Class room activities and assessments to identify individual interests and abilities.
C 2.3/P.S. 3.1	Class and individual activities to increase self-confidence and boost self-esteem.
Ed./C/P.S.	Peer Training Program Supervision
Ed./C/P.S.	Outreach Services Team
Ed./C/P.S.	Maintain Guidance Bulletin Board
Ed./C/P.S.	Identify students for Student Assistance Program.
Ed./C/P.S.	Peer mediation program

MASTER CALENDAR

3RD QUARTER FEBRUARY 1 - APRIL 2

Ed. 1.4	Class activities to develop good test-taking skills.
Ed. 1.6	Class activities for decision-making.
Ed. 1.5	Class activities to relate success in school to future success.
C 2.1	Individual educational planning.
C 2.4	Class activity to develop career plan.
C 2.1	Class and individual activities for career exploration.
P.S. 3.4	Class activities to break barriers of prejudice and discrimination.
P.S. 3.2	Class activities to increase interpersonal communication skills.
Ed. 1.4/P.S.	Identify 3rd quarter academically at risk students.
Ed. 1.4/P.S.	Individual and group follow up of academically at risk students from 1st, 2nd, and 3rd quarters.
Ed./P.S.	Individual and group counseling.
Ed./P.S.	Public relations/parent-community.
Ed./C/P.S.	Peer Training Program/Supervision.
Ed./C/P.S.	Identify students for student assistance program.
Ed./C/P.S.	Maintain Guidance Bulletin Board
Ed./C/P.S.	Outreach Services Team
Ed./C/P.S.	Spirit of 97 (phase II)
Ed./C/P.S.	Arizona School Counselor Association Conference - Tucson
Ed./C/P.S.	Cultural awareness activities.
Ed./C/P.S.	8th Grade transition to high school activities
Ed./C/P.S.	6th Grade transition and orientation to Academy
Ed./C/P.S.	School Counselor Week
Ed./C/P.S.	Peer Mediation Program

MASTER CALENDAR

4TH QUARTER APRIL 5 - JUNE 10

Ed. 1.4	Class and individual activities for test-taking skills.
Ed. 1.6	Individual and class activities for problem-solving and decision-making.
C 2.2	Career Exploration activities.
C 2.2, 2.5	Class activities to help students locate part-time jobs.
C 2.2, 2.5	Class activities to help students complete job applications.
C 2.2, 2.5	Individual activities to prepare students for job interviews.
P.S. 3.5	Class activities for drug awareness.
P.S. 3.5	Class and individual activities to help self and others recognize drug/alcohol abuse.
Ed. 1.5/C 2.1	Class activities to relate school to real life.
Ed. 1.4/P.S.	Identify 4th quarter academically at risk students.
Ed./1.4/P.S.	Individual and group follow up of academically at risk students from 1st, 2nd, 3rd, and 4th quarters.
Ed./P.S.	Public relations/parent-community.
Ed./P.S.	Individual and group counseling.
Ed./C/P.S.	Peer Training Program/Supervision.
Ed./C/P.S.	Maintain Guidance Bulletin Board
Ed./C/P.S.	Outreach Services Team
Ed./C/P.S.	Spirit of 97 (phase III)
Ed./C/P.S.	Multi-cultural Activities
Ed./C/P.S.	Guidance program evaluation
Ed./C/P.S.	Develop program goals and objectives for 1993-94
Ed./C/P.S.	Prepare student records for transition to high school
Ed./C/P.S.	Graduation Activities
Ed./C/P.S.	Peer Mediation Program

GLOSSARY

Achievement: Attain a desired result.

Agency Referrals: Utilize community resources for interaction in problem resolution, i.e. D.S.S.

Assessment: Determine the importance of, or value of a concern.

Attitude: A manner that shows one's state or mood.

Career: The totality of work one does in his/her lifetime.

Career Guidance: Activities and programs that assist individuals to assimilate and integrate knowledge, interest, and experience for the expressed purpose of exploring careers.

Career/Occupational Domain: A so-called domain plane on the graphic of the Conceptual Model of Guidance. The Dictionary of Occupational Titles (DOT) refers to this as a collective description of a number of individual jobs performed, with minor variations, in many establishments.

Cognitive: The process of knowing or acquiring knowledge.

Competencies: A developed knowledge, attitude or skill.

Comprehensive: Including every single student.

Conceptual model of guidance: Provides a paradigm or framework which delineates the specific areas of guidance contributions, thereby providing a structure for the creation of goals and student competencies.

Counseling: Is the service that provides both group and one-to-one relationships between students or clients and a professionally competent counselor. The counselor assists the student to integrate and apply self-understanding and understanding of the situation so that he or she may make the wisest and most appropriate choice(s), decision(s), and adjustment(s).

Counselor Agreement: A statement from each counselor indicating the student results he/she will contribute. This set of results is negotiated between the manager (Principal) and the producer (Counselor). Once negotiated, the counselor is accountable for achieving the agreed-upon results.

Curriculum: The center of the developmental part of the comprehensive guidance program. It contains statements as to goals for guidance instruction and the competencies to be attained by students.

Decision: The act of bringing to a conclusion to end uncertainty.

Decision Making: Process that is designed to assist students in choice selection between a variety of alternatives.

Developmental: Designed to address expected concerns/needs associated with normal stages of development.

Education: The knowledge and development resulting from a process of instruction and learning.

Educational Domain: A so-called domain plane on the graphic of the Conceptual Model of Guidance dealing with the task of developing a high school and post-high school course of study based upon effective monitoring of the student's academic progress.

Enhance: Improve one's performance.

Evaluation: A process designed to provide data comparing results with purposes.

Extra-Curricular: Activities outside the curriculum which enhance student academic and/or social growth.

Four-Year Plan: The projection of classes a student will attempt during a four-year tenure at a High School.

Goal: The end toward which effort is directed.

Guidance: Process of leading and/or directing individuals toward specific goals.

Guidance Program: The set of goals, competencies, and related services designed to assist the individual in acquiring the knowledge, attitudes, and skills needed to make wise choices and adjustment.

Home Base: A designated room to which a student is assigned for the purpose of receiving information and participation in an advisor/advisee program to promote healthy attitudes and relationships with a supportive adult.

Management System: Process to deliver student guidepoints.

Master Calendar: A master calendar of guidance events is maintained by the guidance staff with provision for distribution to teachers, students and parents on a consistent basis. Planning, visibility and credibility are facilitated by effective use of a master calendar.

Mission Statement: A statement of the intentionality of the guidance program. It is the long-range desired outcome, i.e., what is desired for all students 5 to 10 years after graduation. This statement must be commensurate with the stated purpose or mission of the school system within which the program operates. The mission statement is the avenue to make clear the relationship between the educational system and the guidance program. The statement should be short, comprehensive and specific as to what guidance will contribute.

Monitoring/Tracking System: A process to identify student competency progress.

Motivation: The process of furnishing an incentive, stimulus, or inducement to action.

Needs Assessment: A method for involving students, families, and school staff including teachers and administrator in setting goals and priorities for the competencies students should acquire through a planned competency-based program.

Orientation: Process to acquaint people to a new environment or situation.

Outcome: The product of an activity.

Parent Conference: A meeting between school personnel and a parent(s) or guardian(s) to discuss student achievement and/or behavior.

Personality: The totality of an individual's behavioral and emotional tendencies.

Personal/Social Domain: A so-called domain plane on the graphic of the Conceptual Model of Guidance designating life-skills' goals, competencies, and content.

Philosophy: Fundamental beliefs.

Preventive: Occurring on a systematic basis before crisis necessitates emergency or remedial actions.

Proactive: The process by which counselors reach out to all students rather than wait for students to request services.

Progress Reports: Report of students' academic and behavioral progress completed by classroom teachers at any time, but usually at the mid-point of the marking period.

Quest: Developmental curriculum on Substance Abuse Prevention for students to learn decision-making skills, how to handle peer pressure, and how to deal with family situations.

Reference File for Parents: A form to help parents monitor their child's educational, social, and career progress.

Referral: Process of sending or directing for treatment, aid, information, or decision.

Registration: Process of enrolling and scheduling new students.

Responsive Service: To provide special help to students who are facing problems that interfere with their educational, personal/social, or career development.

Results: Beneficial or tangible effects which are obtained by calculation or investigation.

Resume: A short account of one's career and qualifications offered for employment, college enrollment, or scholarship application.

Right: Something to which one has a just claim.

School Plan: Completed by individual counselors and indicates how, when, and where students will acquire the agreed-upon competencies (results).

Self-Awareness: The process through which an individual differentiates self from environment and others, recognizing that she/he is a unique individual.

Self-Directed Learner: A student who manages and self-motivates his learning.

Self-Esteem: Learning about self and how to have proper respect for oneself as a human being.

Skills: Ability to use one's knowledge effectively and readily in execution or performance of a task.

Student Monitoring Progress: A variety of processes are used to monitor the student's educational progress. Use of a student planning portfolio (separate from the student's cumulative file of grades) is helpful in teaching students/parents how to assume responsibility for monitoring the student's progress toward graduation and toward gaining the educational and career planning skills needed for success in post-high school endeavors.

Study skills: Skills which enhance students' academic performance in school, i.e. reading, notetaking, and test preparation.

Substance Abuse: Using alcohol and/or controlled substances and having negative consequences.

System Support: Activities necessary to support tasks assigned to the guidance program and activities implemented by guidance staff that support other educational programs.

Test Taking Strategies: An organized plan to enhance one's test performance.

Tutoring: Individual teaching.

Values: The standards that unify a person's behavior and reflect the ideas, beliefs and activities an individual considers important. Values may refer to one's personal philosophy, culture, style of life or attitudes toward the world.

Work Habits: Attributes to initiate, sustain, and complete tasks.

NEEDS ASSESSMENT

Teachers Needs Assessments and Parents Needs Assessments in English and Spanish are available upon request.

SCHOOL PLAN

Curriculum for 8th grade students will be developed and implemented during the second year of the Competency-Based Guidance Program.